

SYLLABUS, INTEGRATED MARKETING COMMUNICATIONS, BAMA504-823

COURSE INFORMATION

Course code:	BAMA504-823	Credits:	1.5
Session, term:	2024S	Class location:	SJTU Campus Shanghai
Course duration:	July 12-August 9, 2024	Pre-requisites:	IMBA or MBA Foundation
Division:	Marketing & Behavioural Science		

CLASS MEETING TIMES

Class #1, Friday, July 12 15:30-22:00
Class #2, Saturday, July 13 9:00-17:00
Class #3, Sunday, July 14 9:00-17:00

INSTRUCTOR INFORMATION

Instructor:	Ann Stone	Office location:	Working from home
Phone:	604-644-5127 (cell)	Office hours:	Appointments by email
Email:	Ann.Stone@sauder.ubc.ca		

My professional credentials may be viewed: <http://www.linkedin.com/in/annmariestone>

COURSE DESCRIPTION

This course is specifically designed to deliver a strategic understanding of the field of Integrated Marketing Communications (IMC); its language, activities, and core principles. The focus is how IMC adds value not only to a business but each of us as individuals. Each of us is a communicator with something to say. This class is built around the understanding that as IMBA's students come from a variety of disciplines and work experiences; it is more strategic than a more focused IMC course within a Marketing curriculum.

Integrated: means we look at all the reasonable ways to communicate, using as the touchstone the belief that coordinated communication efforts work better than diverse, non-connected efforts.

Marketing: is our craft

Communication: Every communication, whether intentional or not, communicates to your intended and unintended target audiences. The key is this: Everything Communicates.

COURSE FORMAT

We will be together in the classroom for 3 days and 20 hours of work, preceded by approximately 10 hours of prep work. We will use lecture, discussion and activities during class time. There will be 3 assignments due after the class to close out the learning cycle. Success is built upon:

- 1) Diligent completion of the prep work; this gives you the necessary foundation.
- 2) Engagement during class time. Comments & questions enhance all of our learning. To foster contributions, I will call of people both with hands up and not as there is research that indicates that when invited to join the conversation specifically it is easier for students to share their ideas.
- 3) Be diligent with the in-class exercises: they have been created to engage your thinking further. Dig in!

How our classes run:

- 1) Some lecture to expand each topic with new tools, concepts, or uses of the concepts.
- 2) "Do" work with the ideas through guided exercises.
- 3) Conversation to learn from one another.

After class assessments are designed to continue your learning; they are not just for marking purposes

LEARNING OBJECTIVES

What you will be able to do after taking this course:

- **Write a positioning statement** in the right format and with the right strategic considerations.
- **Create Briefs, used to deliver Creative and Media.**
- Explore how **Briefs lead to great creative as well as how to evaluate creative.**
- Develop **Media planning** by completing a simulation as a hands on learning experience.

ASSESSMENTS

Summary

Graded event/activity	Due Date Shanghai CST	Points	Graded as:
Teach Me!	2024-07-10 12:59	2	Individual
Briefly Best Quote	2024-07-12 11:00	1	Individual
Visa Case question	2024-07-12 11:00	.5	Individual
Samsung Hard Drive usage	2024-07-12 11:00	1	Individual
Cathay Pacific question	2024-07-12 11:00	1	Individual
Huawei Quiz	2024-07-12 11:00	.5	Individual
IBM Quiz	2024-07-12 11:00	1	Individual
SK-II Quiz	2024-07-12 11:00	1	Individual
Pre-class total		8	
Simulation Performance	Completed in class	6	DMP team
Participation	Throughout classes	10	Individual
In class exercises	Completed in class	6	Small team(s)
In-class Total		22	
After Simulation Paper	Aug 7 23:59	20	DMP team
Tealeaves Creative	Aug 7 23:59	10	Individual
Final Paper	Aug 7 23:59	40	Individual
After Class Total		70	
Course total		100	

This course will be marked to the UBC Sauder School of Business grading policy for Graduate courses. The expected class mean is an 80%. All marks appropriate to reflect student performance will be used. I reserve the right to reweight the course assignments. Individual students may receive reweighting if facing personal emergency.

Details of Assessments

Teach Me!

Upload a video for you to introduce yourself to me.

Digital Media Pro Quiz

Just to make sure you've digested the prep readings correctly

Prep quizzes

These are to check in to make sure you've captured some of the key elements of the cases.

Briefly Quote

This film better than any lecture shows you the power of a good Brief. To help you think about what you've learned, you will upload to Canvas the quote you liked the best from the movie and the time code.

Participation

I will track participation during our time together; my focus is to capture smart comments, not the number of times you make a comment. The focus is on quality; not quantity. It is my expectation that all students participate; strive to have at least 2 comments throughout the course as a minimum across the scheduled time together. I will ask students who have not spoken to speak in the class; if you prefer not to just say "pass" or otherwise indicate your desire to not answer the question posted.

Participation Note:

Speaking in class can be a challenge. For some it's that the right idea "appears" later, for others it's that you weren't called on, and for others yet it's just not "your thing". To recognize this *emails to the course instructor within 48 hours of the end of class 3 will be considered participation*. The quality assessment will not be as high as if it was shared in class, because if you share an idea in class, we all learn from you, if you share it via email only one person learns. However, it is far better to send it in than not receive credit for having had it.

In-class activities, all classes

We will have activities in our classes. You will work on these in your small teams. You will be asked to post your activities to Canvas once complete; they are primarily a vehicle to provide feedback.

Simulation performance and Recap & Reflection Paper

Simulation performance: Team performance is but one aspect of the simulation; it is not the most important element. However performance does measure your understanding of the intended learning. Therefore, 6 of your course points will be allocated to your performance. Posted on Canvas is a tentative grading scale. It is important to note that no one fails; the difference between the "best" mark and "worst" mark is minimal.

Recap & Reflection Paper: As a team, you will be asked to review your learnings from the simulation. Your inputs will be your decisions, the notes and observations you made throughout the process of working through the simulation, and the debrief video delivered through Canvas after the simulation. This will be assessed primarily on the depth of thinking you exhibit to the questions posed. The marking rubric is available on Canvas; use it as a guide to your prep and your interpretation of your marks afterwards.

Final Paper

Much like the Prep Work this will be a sequence of questions asking you to review and exhibit your understanding of key course concepts. The questions will be posted directly after Class 3 is complete.

Tealeaves Assignment

You will be asked to take a Brief, a product provided to you, and create a "pretend" social media posting for this brand. Full instructions and receipt of product to work from will be covered in Class 3.

LEARNING MATERIALS

Required Simulation use: All students will receive their login information during class; no extra cost

Required Reading: All reading materials are provided through the UBC Library system at no extra cost.

Course Site: Canvas.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero. Students are responsible for monitoring their own progress of points/assignments on Canvas. Questions on any points awarded should be raised within 7 days of the posting of the grade; after that time the mark is final.

Mark questions will only be considered if posed in an email; the title should be Grade Inquiry for [insert name of assignment]. If you are inquiring about a team mark you must copy all team members on your email. Failure to identify follow these guidelines will result in no review of your inquiry.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School process for IMBA students. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (4 hours of

any time missed) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals will be noted as time missed from class (from attendance, after 4 hours the instructor will request a course withdrawal).

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website at

<https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
	July 10 12:59			Teach me!
	July 11 11:00		Modules 1-8 (9 optional) in Canvas	All prep
1	Friday, July 12 15:30-22:00	Introduction, Positioning, Briefs, Creative in-class activities, cover 1 case		In-class activities
2	Saturday, July 13 9:00-17:00	Creative evaluation, Digital Media Pro simulation, Media topics cover 1 case		In-class activities
3	Sunday, July 14 9:00-17:00	Complete Digital Media Pro, Case study review of 4 cases, in-class activities		In-class activities
...	August 5 8:30			Final Paper Tealeaves Assignment After Aim Paper